

The Demands of On-Demand Writing in the Classroom



Presented by the Kentucky Dept. of Education
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Common Demands

1. Teaching writing in the classroom (organizing writing activities).
2. Forming authentic assessment (on-demand) within regular instruction (consistent through the year)
3. Using on-demand assessment (different forms, purposes, and audiences) to assess writing
4. Trying to be consistent with teaching writing and using the on-demand strategies
5. Developing strategies (organizational strategies) for the students to use

Guiding Questions

- What is the difference between on-demand and open response?
- What changes have occurred regarding the on-demand assessment?
- What instructional strategies are needed in order to meet the demands of the change?
- How are on-demand responses scored?

What is the difference between on-demand and open response assessment?

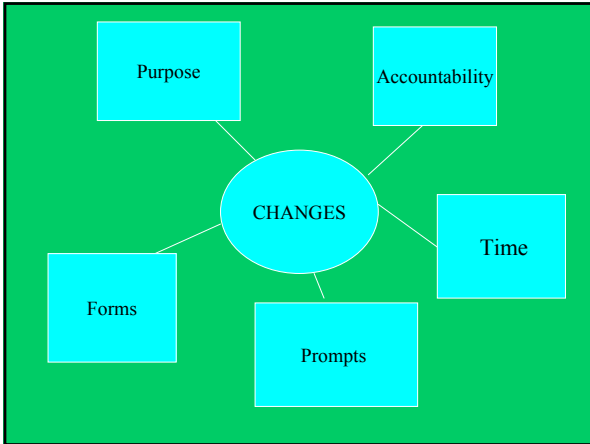


Differences

	Open Response	On-Demand
Scoring criteria	Individualized scoring guide tailored to each question-focus on content	Kentucky Writing Scoring Rubric criteria-focus on purpose/audience, idea development/support, organization, sentence structure, use of language and correctness issues.
Writer's purpose	To show what student knows and can apply	To show student's writing skill
Form	Short answer and/or mathematical representation	Various authentic genres (forms) written for a specific purpose and audience as specified in the prompt
Conferencing with others	No	No
Students should	Look for specified questions asked, underline key words and phrases, identify what needs to be answered, and then answer only what is asked	Look for purpose, audience, and form stated in the prompt; develop the response according to the Kentucky Writing Scoring Rubric criteria
Assesses	<i>Content knowledge</i>	<i>Writing ability</i>

What changes have occurred regarding the on-demand assessment?





What instructional strategies are needed in order to meet the demands of the change?



Knowing What Standards to Teach

- Program of Studies
- Core Content of Assessment
- Curriculum alignment at the district and school level
- Best Practices in Writing

Best Practices in Writing

- Positive, supportive environment
- Organize for writing
- Criteria for writing
- Samples of writing
- Strategies techniques for writing

Organizing Writing in the Classroom

- Scheduling
- Writer's Notebook
- Standard-Based Units of Study
- Conferencing/ Responding to Students Work
- Working Folders
- Writing Process

Preparing Prompts for On-Demand Writing in the Classroom

- Prompt
- Situation/Directions
- Purposes
- Forms
- Support

Features of a “good” On-Demand Prompt

- Prompt
- Situation/Directions
- Purposes
- Forms
- Support

Prompts

- Relevant to students’ learning and lives
- Asking for writing that is authentic/ realistic
- Written clearly and concisely in language students will understand
- Provide students written materials which they must read and refer to in writing

Situation/Directions

On-Demand Assessment

5th Grade Prompt

Situation

A “Special Memories” booklet is being published at your school to hand out to all students. Think about an interesting event or special time to include in the booklet.

Task

Write an article for the “Special Memories” booklet telling about an interesting event or a special time. Be sure to include details that help the students understand why you chose this time or event.

Purposes

- Writing to Narrate
- Writing to Persuade
- Writing to Inform

Writing to Narrate

Some ways to indicate this purpose:

- “Tell about a time...”
- “Refer to your own experience and ...”
- “From your own experience, relate an incident that...”

Writing to Persuade

Some ways to indicate this purpose:

- “Convince reader to...”
- “Write to help others accept your opinion about...”
- “Urge readers to...”

Writing to Inform

Some ways to indicate the purpose:

- “Help readers understand that ...”
- “Share your knowledge...”
- “Provide information that will...”

Forms

- Grade 5: The form will be designated in the prompt: letter or article.
- Grade 8: The form will be designated in the prompt: letter, article, editorial or speech.
- Grade 12: Students will choose the form: letter, article, editorial or speech.

Support

- “ Be certain to support you response...”
- “ Be sure to include details that help the students...”
- “ Support your response with details and examples.”
- “ Drawing on the information provided in the passage, ...”

On-Demand Writing Sample Released Writing Prompts

- Kentucky Writing Scoring Rubric
- Writing Task Directions
- Writer's Reference Sheet
- Grade 5/8/12 : Prompt with Student Responses
- Grade 5/8 : Multiple Choice
- <http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/District+Support/Link+to+Released+Items/On-Demand+Writing+Released+Prompts.htm>

On-Demand Assessment

8th Grade Prompt

Situation

Read the following quotation:

"In spite of everything, I still believe that people are really good at heart."
—Ann Frank

Task

Write a speech to present to your peers informing them of the qualities exhibited by people who are "good at heart." Support your response with details or examples.

Problems with Writing Prompts

The prompt does not:

- call for writing with a purpose or form like that used in Kentucky's assessment.
- controls the student's opinion, thinking and conclusion.
- require idea development.

Analyzing a Prompt

All human beings begin as single cell.
Through mitosis, the cell divides and eventually develops into a complex organism

- a) Develop and design a student friendly study guide depicting the stages.
- b) Explain the changes that occur in each.

Analyzing a Prompt

Tell about a time when weather influenced you.

Analyzing a Prompt

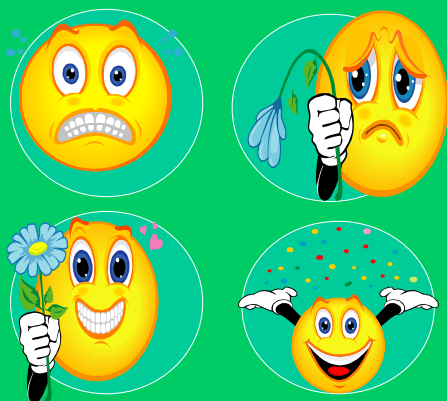
Recently, the Site Based Decision Making Council voted to prohibit students from using cell phones in school: "Students at Whitaker High School will not be permitted to use cell phones on school ground." What is your response to this ruling?

Helping Students Develop as Writers and Prepare for the On-Demand Writing Test

- Understanding the different purposes called for on the state's assessment
- Organizing in an "introduction, body, conclusion and in logical paragraphs
- Providing specific, relevant, thorough support for the purpose: facts, examples, comparisons, reference to reading, etc.

How are on-demand responses scored?





The diagram illustrates a sample Science Grade 7 rubric with the following structure and annotations:

Cell number		Cell	Subdomain	Indicator
CONCEPTS				
1	2	3	4	5
1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.
2. The cell is the basic unit of life.	2. The cell is the basic unit of life.	2. The cell is the basic unit of life.	2. The cell is the basic unit of life.	2. The cell is the basic unit of life.
3. The cell is the basic unit of life.	3. The cell is the basic unit of life.	3. The cell is the basic unit of life.	3. The cell is the basic unit of life.	3. The cell is the basic unit of life.
4. The cell is the basic unit of life.	4. The cell is the basic unit of life.	4. The cell is the basic unit of life.	4. The cell is the basic unit of life.	4. The cell is the basic unit of life.
5. The cell is the basic unit of life.	5. The cell is the basic unit of life.	5. The cell is the basic unit of life.	5. The cell is the basic unit of life.	5. The cell is the basic unit of life.
CHARACTERISTICS, traits and variations				
1	2	3	4	5
1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.
2. The cell is the basic unit of life.	2. The cell is the basic unit of life.	2. The cell is the basic unit of life.	2. The cell is the basic unit of life.	2. The cell is the basic unit of life.
3. The cell is the basic unit of life.	3. The cell is the basic unit of life.	3. The cell is the basic unit of life.	3. The cell is the basic unit of life.	3. The cell is the basic unit of life.
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5. The cell is the basic unit of life.	5. The cell is the basic unit of life.	5. The cell is the basic unit of life.	5. The cell is the basic unit of life.	5. The cell is the basic unit of life.
ENVIRONMENT				
1	2	3	4	5
1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.	1. The cell is the basic unit of life.
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Annotations:

- Cell number:** Points to the top header row.
- Cell:** Points to the first column header.
- Subdomain:** Points to the second column header.
- Indicator:** Points to the fourth column header.
- Box to check:** Points to the first row of the 'CONCEPTS' section.
- Language of the Rubric:** Points to the first row of the 'CONCEPTS' section.

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